

# **VIDEO IN THE ECONOMICS CLASSROOM**

DAVE ANDERSON  
CENTRE COLLEGE



CENTRE

# AGENDA

- The place for video in the classroom
- Principles of video use
- Sources
- Favorites





**Fats, Oils & Sweets**

**USE SPARINGLY**

**KEY**

● Fat (naturally occurring and added)

▼ Sugars (added)

These symbols show fats and added sugars in foods.

**Milk, Yogurt &  
Cheese Group**

**2-3 SERVINGS**



**Meat, Poultry, Fish, Dry Beans,  
Eggs & Nuts Group**

**2-3 SERVINGS**



**Vegetable Group**

**3-5 SERVINGS**



**Fruit Group**  
**2-4 SERVINGS**

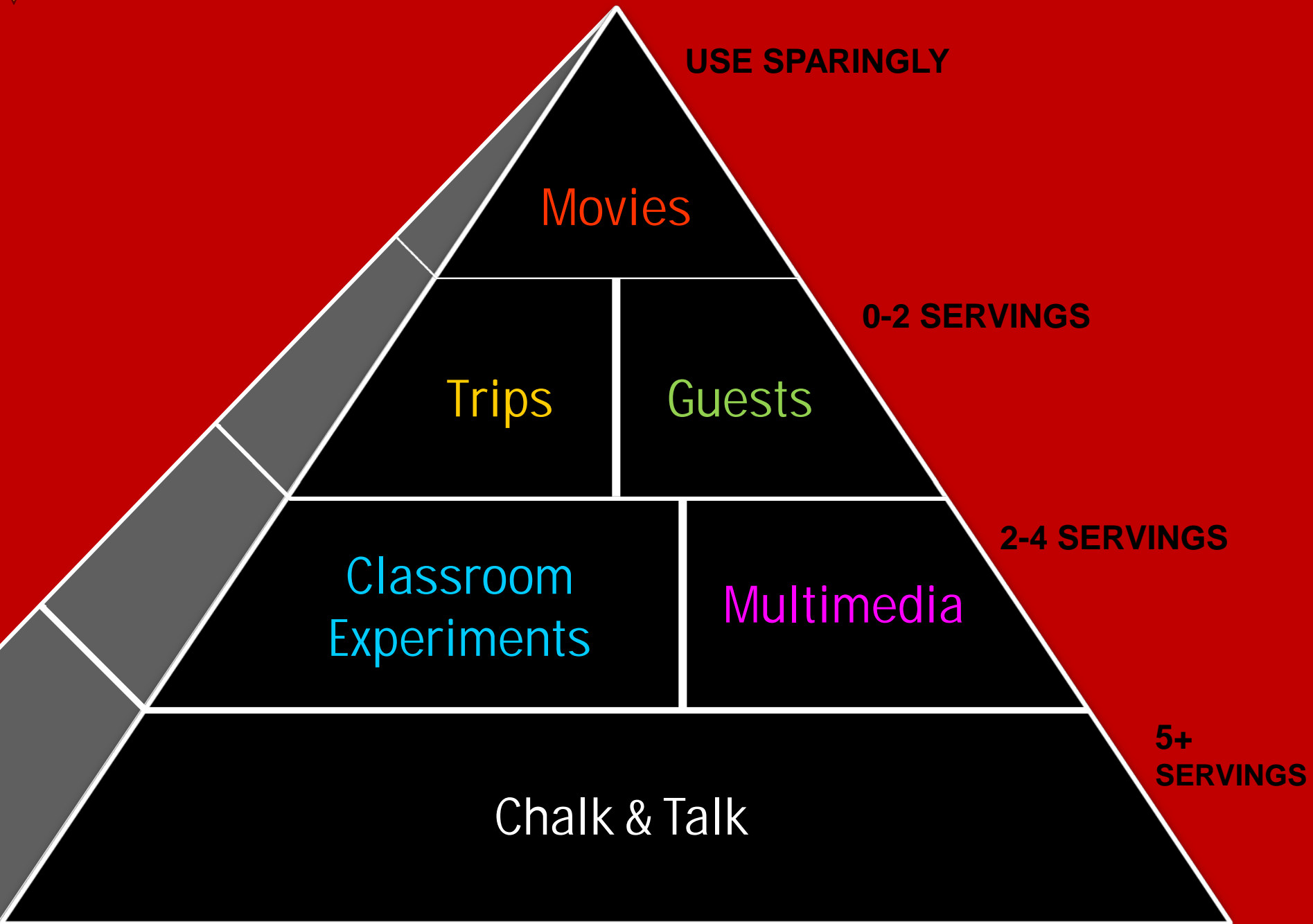


**Bread, Cereal,  
Rice & Pasta  
Group**

**6-11  
SERVINGS**







# FACE-TO-FACE TEACHING



- Students are motivated by our watchful eyes
- We can read our audience and customize our teaching to their learning

# Annual Professors Conference: Teaching and Learning Economics in the College Classroom

Date:	11/12/2015	Date:	11/13/2015
Time:	4:30 PM - 7:00 PM ( CT )	Time:	7:30 AM - 2:30 PM ( CT )
Location:	Federal Reserve Bank of St. Louis One Federal Reserve Bank Plaza Broadway and Locust St. St. Louis, Mo. 63102 (map it)	Location:	Federal Reserve Bank of St. Louis One Federal Reserve Bank Plaza Broadway and Locust St. St. Louis, Mo. 63102

Registration for this event is now closed.

## *Has the Great Recession Changed Our Understanding and Teaching of Economics?*

The Great Recession has changed life for many people, but, has the Great Recession changed our understanding of economics? If so, has it changed the way we teach economics in the classroom? Join the discussion by attending our annual professors conference.

This year, the conference will include:

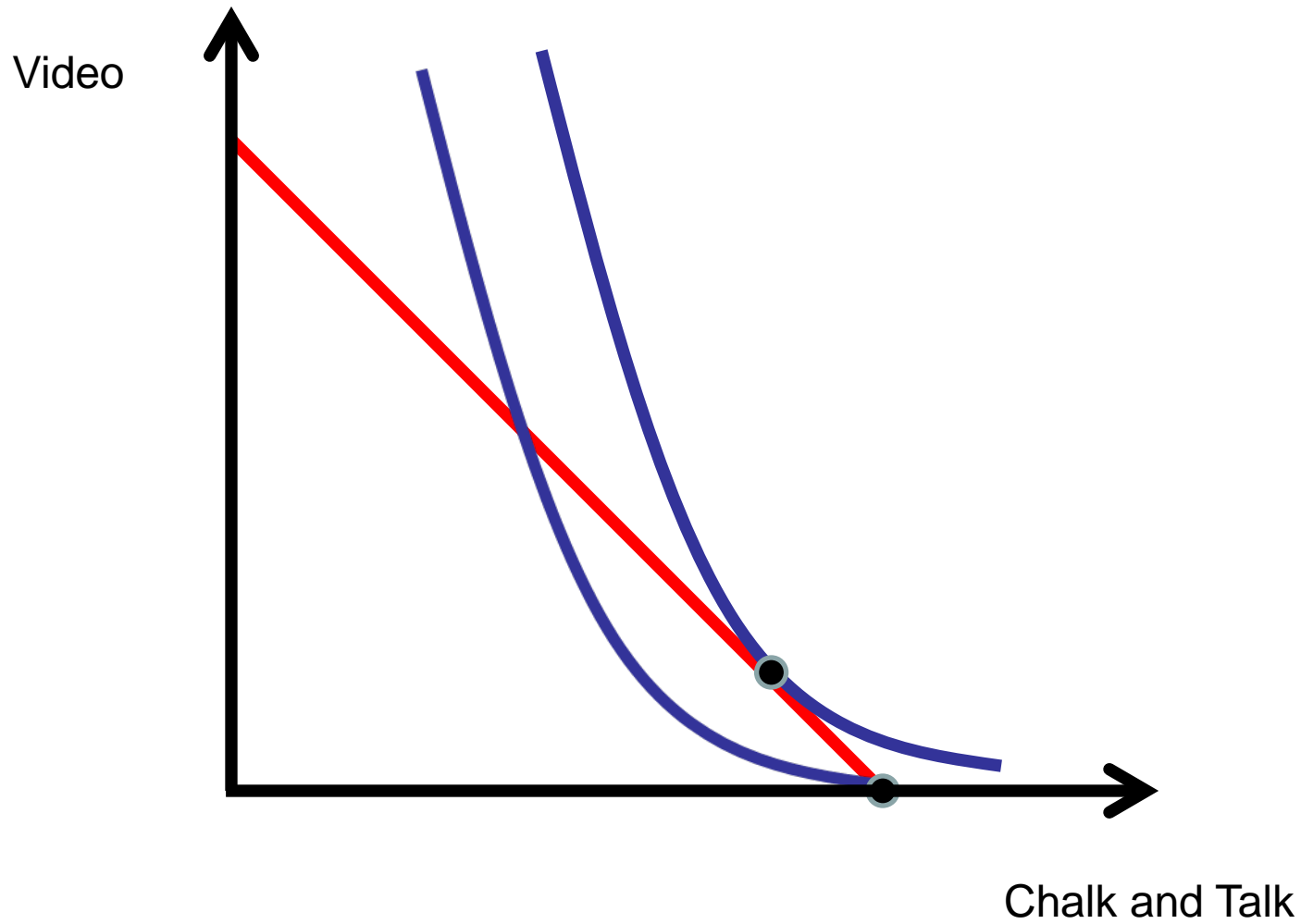
- [Stephen Williamson](#), vice president and economist, who will discuss "How Has the Great Recession Changed Our Understanding of Macroeconomics?"
- [William Emmons](#), assistant vice president and economist, who will discuss "How Has the Great Recession Impacted Household Financial Stability?"
- David Anderson, Paul G. Blazer Professor of Economics, Centre College, will discuss: Video Snippets in the Economics Classroom
- Concurrent sessions with presentations from college professors on teaching and learning economics (see "[Call for Presentation Proposals](#)")
- An update on Federal Reserve Economic Data (FRED®)—graphs, tools, customized dashboards and more!
- Information about internship opportunities at the St. Louis Fed for your students!

[Agenda \(pdf\)](#)





That said,





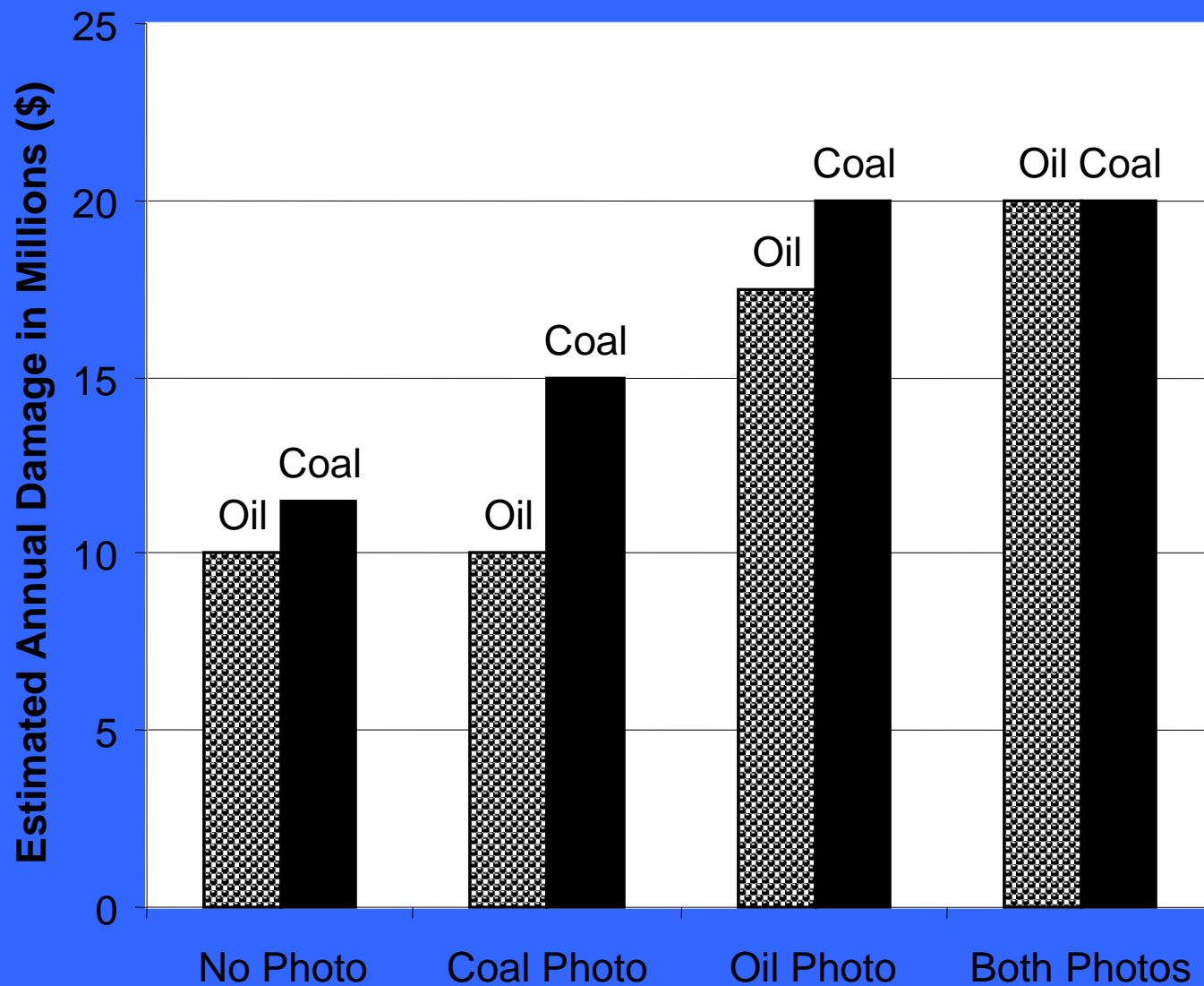
# SEEING THINGS MATTERS







## Median Damage Estimates for Oil Refineries and Coal-Burning Power Plants



What is the most you would be willing pay (for a taxi?) to avoid driving drunk?

Does this  
affect your  
willingness to  
pay?

**Not everyone who gets hit  
by a drunk driver dies.**



Jacqueline Saburido was 20 years old when the car she was riding in was hit by a drunk driver. Today, at 23, she is still working to put her life back together.

*Learn more at [www.TexasDWI.org](http://www.TexasDWI.org)*

**DON'T DRINK & DRIVE**

**Save a Life**  
Texas Department of Transportation

Texas Department of Public Safety • Texas Alcoholic Beverage Commission • Texans Standing Tall • Partnership for a Drug-Free Texas • Texas Commission on Alcohol and Drug Abuse




What is the most you would be willing to forego to work in a smoke-free environment?

Lungs should be pink.  
These are lungs of people  
exposed to cigarette  
smoke. Does this affect the  
amount you would forego?









How do you get more  
out of the same resources?

Grow your productivity without growing costs. Talk to us and  
find out how our capabilities can help you make the most of yours.

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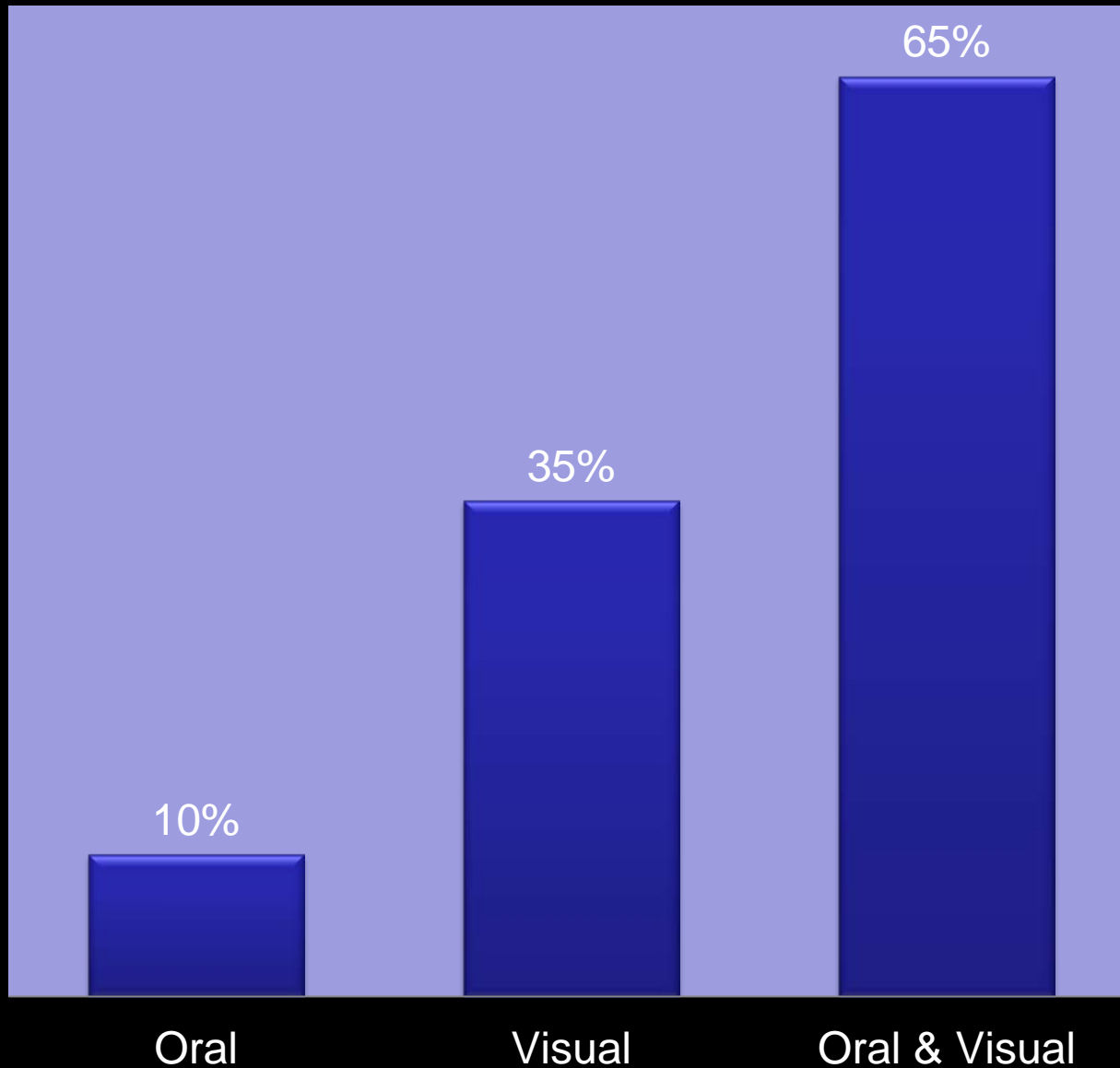
**accenture**

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## Retention 3 Days Later



"Presenting Effective Presentations with Visual Aids." Occupational Safety & Health Administration, U.S. Department of Labor, May 1996.

# PRINCIPLES

- Keep it legal
- Keep it short
- Keep it educational





## COPYRIGHT CENTER

## Tools for content owners

[Copyright infringement notifications](#)[Counter-notifications](#)[Retractions](#)[Content ID disputes](#)

## Copyright troubleshooting

[Determine what happened to your video](#)[Copyright Strike Basics](#)[How Content ID Works](#)[Features requiring good copyright standing](#)[Check your Account Status](#)

## Copyright education

[What is copyright?](#)[Fair Use](#)[Creative commons](#)[Copyright FAQ](#)

## What is fair use?

**Fair use** is a legal doctrine that says you can reuse copyright-protected material under certain circumstances without getting permission from the copyright owner. Check out the videos below for helpful examples of fair use.

### Criticism



**Drake of the 99 Dragons - ProJared**

by [ProJared](#)

### News Reporting



**Asiana to Sue KTVU for Broadcasting Fake, Racist Pilot Names**

by [TheRunListChannel](#)

### Remix



**Donald Duck Meets Glenn Beck in Right Wing Radio Duck**

by [rebelliouspixels](#)

Different countries have different rules about when it's okay to use material without the copyright owner's permission. For example, in the United States, works of commentary, criticism, research, teaching, or news reporting might be considered fair use. Some other countries have a similar idea called **fair dealing** that may work differently.

Courts analyze potential fair uses according to the facts of each specific case. You'll probably want to get legal advice from an expert before uploading videos that contain copyright-protected material.

## The four factors of fair use

In the United States, fair use is determined by a judge, who analyzes how each of the four factors of fair use applies to a specific case.

### **1. The purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes**

Courts typically focus on whether the use is “transformative.” That is, whether it adds new expression or meaning to the original, or whether it merely copies from the original. Commercial uses are less likely to be considered fair, though it’s possible to monetize a video and still take advantage of the fair use defense.

### **2. The nature of the copyrighted work**

Using material from primarily factual works is more likely to be fair than using purely fictional works.

### **3. The amount and substantiality of the portion used in relation to the copyrighted work as a whole**

Borrowing small bits of material from an original work is more likely to be considered fair use than borrowing large portions. However, even a small taking may weigh against fair use in some situations if it constitutes the “heart” of the work.

### **4. The effect of the use upon the potential market for, or value of, the copyrighted work**

Uses that harm the copyright owner’s ability to profit from his or her original work are less likely to be fair uses. Courts have sometimes made an exception under this factor in cases involving parodies.

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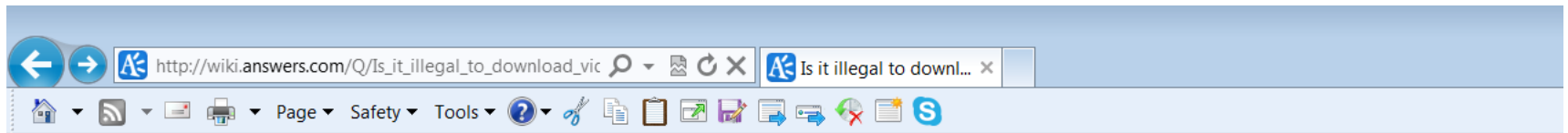
Using material from **primarily factual works** is more likely to be fair than using purely fictional works.

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### Answer:

Yes. Section 5b of the YouTube terms of use states "You shall not download any Content" unless you see a "download" or similar link displayed by YouTube on the Service for that Content."

However, it has been upheld that content that is obtained from a legal source and used for personal non-commercial use is legal. This was decided in the Betamax case, which had to do with the rights of home recordists taping TV programs for personal use. Such copying qualifies as fair use under U.S. copyright law. The same principles would apply to content taken from the Internet, *provided the content is legal to begin with*.

You'll get differing opinions on this. If you listen to the MPAA, the RIAA, and probably the AAA, they'll tell you that it's illegal to copy anything, even if you're a cloistered monk working on an illuminated manuscript. However, this is their opinion, which thus far has been unsupported by the case law. If, however, you know that the content you're downloading is pirated from someone who would object to its use - e.g., a bootleg copy of a film currently being shown in theaters, you could be complicit in the crime, even though it's unlikely you'd ever be prosecuted for it.

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# VIDEOS MADE BY STUDENTS

Set 6-graph requirement

Grade according to take-away

- Do I leave with **more music** in my head or **more economics** in my head?

Can be for extra credit







## The 48 Hour Film Project

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we give you a **genre**, a **character**, a **prop**,  
a **line of dialogue** and **48 hours**.

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## Rankings

#2



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#9



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#10



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Elements

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## Ratings

Overall Rating

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Ease of Use

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9.83

8.77

8.28

8.18

7.60

7.43

7.15

7.00

6.53



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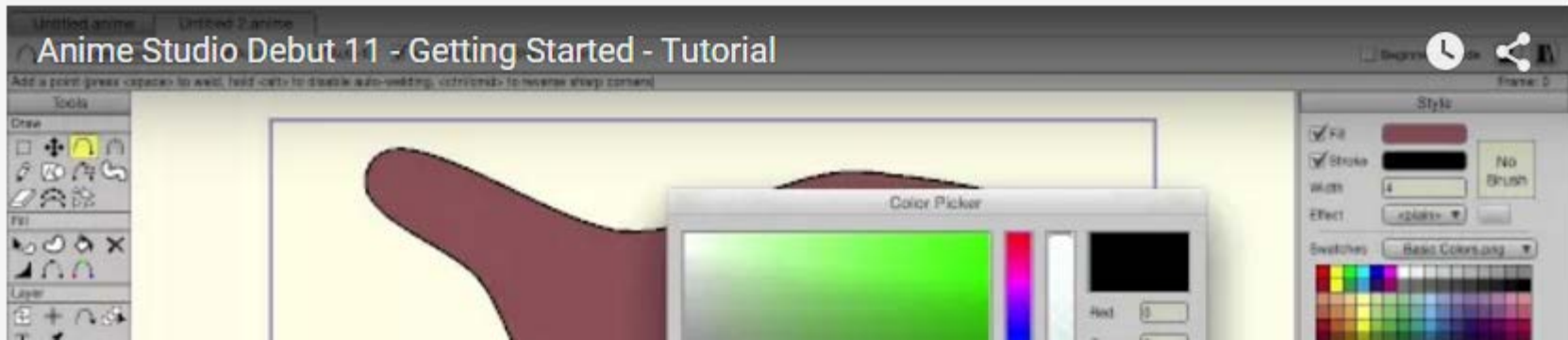


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# VIDEO MADE BY STUDENTS

Example 1

Example 2







# ECON CHEER VIDEO





# GOLDEN BALLS

		Person B	
		Split	Steal
Person A	Split	50, 50	0, 100
	Steal	100, 0	0, 0

# THERE'S MORE TO LOVE ON YOUTUBE!

## Mr. Clifford

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### Amazing Economics Resource!!!!- Keep Watching

13,428 views 3 months ago

Mr. Clifford's apps are now available at the App Store and Google play. Ji "AP Microeconomics Review" or "AP Macroeconomics Review". This mob are perfect for students in AP economics or college introductory courses. designed to help you ace the exam, final, or AP test.

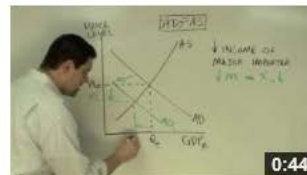
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<https://itunes.apple.com/us...>

<https://play.google.com/sto.....>

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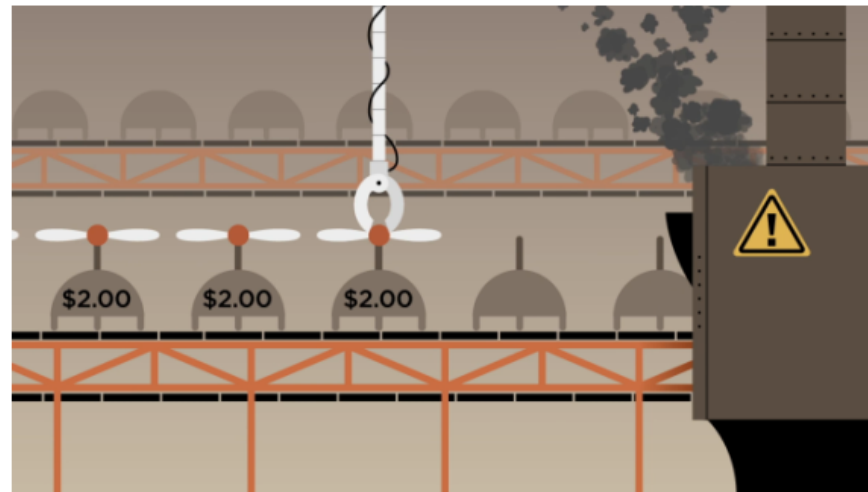
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ECONOMIC EDUCATION

## Episode 5 – Externalities – The Economic Lowdown Video Series



In the fifth episode of the Economic Lowdown Video Series, Scott Wolla, economic education specialist, explains externalities. Viewers will learn how costs and benefits sometimes affect bystanders and discover how taxes and subsidies can be used to “internalize” externalities.



Listen to the [audio](#) version of this podcast.

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@EconLowDown

I posted a new photo to Facebook [fb.me/2aOOqpBnX](https://fb.me/2aOOqpBnX)



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@EconLowDown

Have you ever seen and/or visited the Federal Reserve Bank of St. Louis Economic Education booth at a conference?...  
[fb.me/2taeyJ8AH](https://fb.me/2taeyJ8AH)



⏮ ⏪ ⏩ ⏭ 🔊 0:54 / 1:34

🕒 CC ⚙

## Ben Bernanke: Fed Did Right Thing in Financial Crisis of 2008



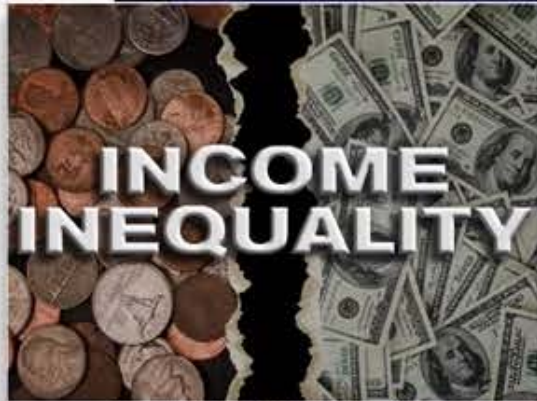
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Debt (H  
by Last  
6,388,8



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6,064,8



Last W  
Waste  
by Last  
4,222,6



Last W  
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6,658,5



Last W  
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by Last  
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Last W  
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and No  
by Last  
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## Last Week Tonight with John Oliver: Wealth Gap (HBO)

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LastWeekTonight

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Published on Jul 13, 2014

John Oliver discusses America's growing wealth gap and why it may be a problem in the future.

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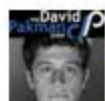
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# Rush Limbaugh: Economic Collapse if Obama Re-Elected in Spite of Facts



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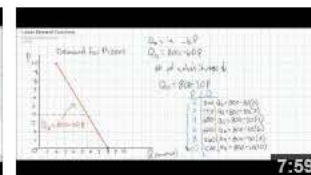
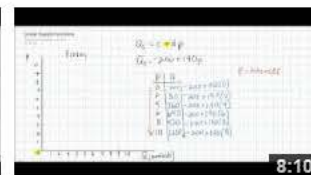
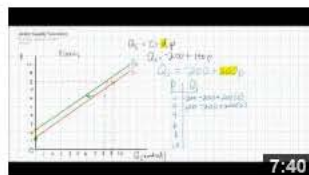
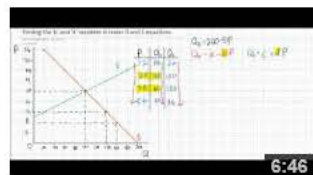


### Welker's Wikinomics Intro Video

7,493 views 1 year ago

A 5 minute introduction to the various resources available for Economics students and teachers through my website, Welker's Wikinomics.

### 1.1 Competitive Markets, Demand and Supply





Upload



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### Macroeconomics modules



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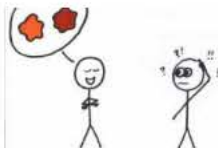


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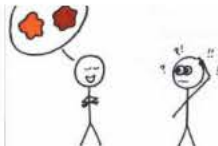


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How much does  $Q$  respond to ...

$P$  own price

Cross-price

income

$Q$   $P_B$

$P_j$

$$\frac{Q_0 \Delta Q_1^D}{Q_0 \Delta P_j}$$

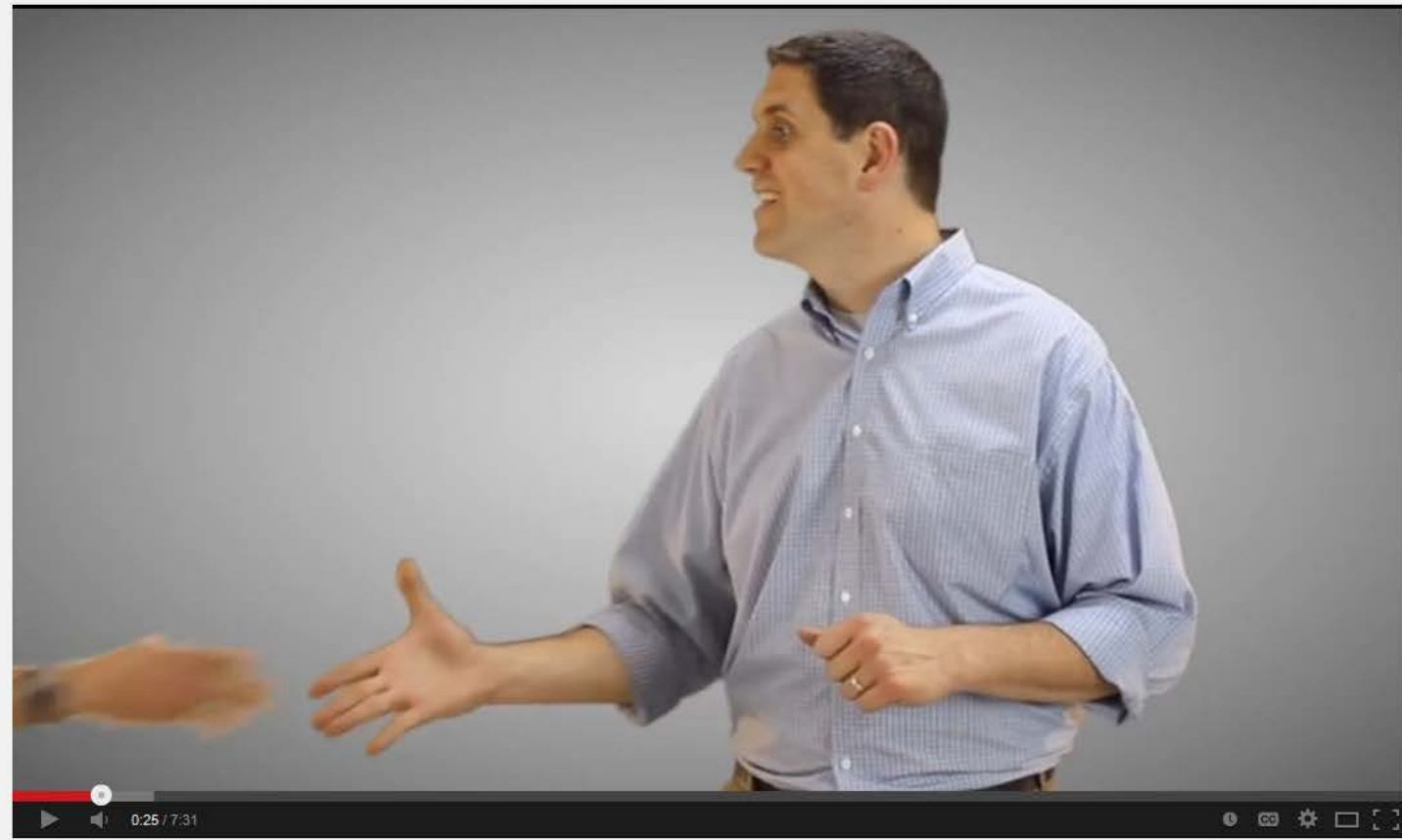
Cross-price  
elasticity

Cross-price elasticity :  $> 0$  or  $< 0$  ?

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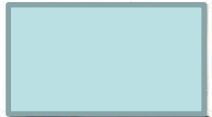
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10,368 views



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by ACDCLeaders  
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by ACDCLeaders  
3,750 views

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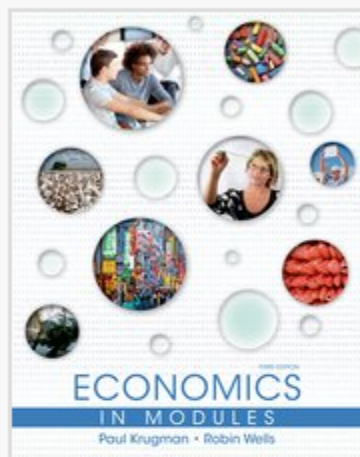
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# The Economics of Seinfeld

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## Welcome!

Seinfeld ran for nine seasons on NBC and became famous as a “show about nothing.” Basically, the show allows viewers to follow the antics of Jerry, George, Elaine, and Kramer as they move through their daily lives, often encountering interesting people or dealing with special circumstances.

It is the simplicity of Seinfeld that makes it so appropriate for use in economics courses. Using these clips (as well as clips from other television shows or movies) makes economic concepts come alive, making them more real for students. Ultimately, students will start seeing economics everywhere – in other TV shows, in popular music, and most importantly, in their own lives.

We hope that you find these clips valuable and would appreciate your feedback.

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